**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 3.MD.1**  **The Envision Lesson: 17-6 Problem Solving- Elapsed time** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING, by Vanessa Black and Laurel West** | **VOCABULARY WORDS** |
|  | Am, pm, elapsed time |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Use a word problem that applies to your class and will interest your students.  (ex. The big championship game starts at 2:15. It takes 20 minutes to get ready and 15 minutes to get to the game. What time do we need to start getting ready so we are not late to the game? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Review am, pm, and elapsed time 2. How will you provide multiple opportunities for vocabulary to be used in context?   With a partner, put each in your own words and/or pantomime. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Use clocks and physically move the clock’s hands backwards as you solve each problem. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the number line, mark the beginning time and end time, with intervals of activities in between. Refer to page 405 in book for model.  Do an elapsed time word problem with the concrete, representational and abstract method with the students, using the two methods below. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  -Using the given intervals in the word problems, subtract each interval at a time using the clock’s unique measurements.  -Add up the interval times, subtract total elapsed time from the end time. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Administer the 17-6 quick check problem #1 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| On-level and Advanced level differentiated “Toss and Talk” activities on pg 405B of the teacher. Assign all the On-level and do the Advanced if they finish early. They can work in partners. | |
| **HOMEWORK** | |
| Assign the kids to come up with when they used elapsed time, write a story problem, and share it. | |